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on his achievement. He has made every scientific student and every practical worker in this field his debtor.

J. P. LICHTENBERGER.

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MELVIN, FLOYD J. *Socialism as the Sociological Ideal*. Pp. 216. Price, \$1.25. New York: Sturgis and Walton Company, 1915.

Dr. Melvin, having in mind the social philosophy so well put by Ward—"the conscious improvement of society by society," finds great emotional and intellectual forces making for this ideal in the tenets of socialism.

Entering this kingdom of "social self-consciousness," the individual finds bulwarked against his further progress the evils of a rockbound competitive system of industry—a system diametrically opposed to the ideals of the sociologist. Under this competitive reign he sees justice mocked, ethical and aesthetic tendencies choked, and religion shackled. These spiritual ideals are now demanding realization. Likewise coöperation, the division of labor, the factory system and the introduction of machinery are the material forerunners of the social commonwealth. Means and methods of social regulation such as education, a "controlled" evolution and a "representative decision" must replace the anarchistic means of deadly warfare, natural selection and gruelling competition.

The writer closes his book with a clear portrayal of the aims and ideals of the socialist summed up in his sentences: "Having no classes, socialism has no irrational principles to uphold, no vested rights to be protected, no cherished institutions to be maintained. All is fluid, plastic. This is spiritual freedom."

Many sociologists will take bitter exception to Dr. Melvin's linking an economic panacea with the science of sociology as the latter's ideal. This branch of study has fought and fought hard to establish itself, and now to link it with socialism, a movement and a term arousing so much antagonism, must to many minds work havoc for sociology as a science.

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MORGAN, BARBARA SPOFFORD. *The Backward Child: A Study of the Psychology and Treatment of Backwardness*. Pp. vii, 263. Price, \$1.25. New York: G. P. Putnam's Sons, 1914.

The recent development of clinical psychology and statistical studies of retardation in elementary school systems have outlined the problem of the "backward child." This is not the problem of the feeble-minded child whose training can never have great social value. It is rather the problem of the child whose educational progress has been delayed through certain mental or physical incapacities or through lack of proper training and education.

To the latter problem the book is addressed. It is intended for the use of parents, teachers, and other educators who have to deal with atypical children. Its primary emphasis is on individual treatment. There must be a careful psychological analysis of the individual child in question. He must "be very delicately persuaded into revealing" his handicaps and abilities, and the "tests